



**THE ANALYSIS OF LOGICO-SEMANTIC RELATION OF  
READING TEXT IN “INTERLANGUAGE” BOOK WRITTEN BY  
JOKO PRIYANA, RIANDI, ANITA PRASETYO MUMPUNI**

By  
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**ENGLISH EDUCATION DEPARTMENT  
TEACHER TRAINING AND EDUCATION FACULTY  
MURIA KUDUS UNIVERSITY  
2015**



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**SKRIPSI**

**Presented to the University of Muria Kudus  
in Partial Fulfillment of the Requirements for Completing the Sarjana  
Program in the Department of English Education**

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## MOTTO AND DEDICATION

### MOTTO

- ✚ “God will never burden any soul beyond its power” (Q. S. Al-Baqoroh: 286)
- ✚ “That is what we are supposed to do when we are as our best and make it all up-but make it up so truly that later it will happen that way”  
(Ernest Hemingway)

### DEDICATION

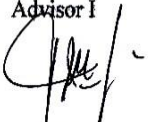
- Her father, (Rohadi) who taught her that the best kind of knowledge to have is that which is learned for its own sake.
- Her mother, (Santinah) who taught her that even the largest task can be accomplished if it is done one step at a time.
- Her brother, (Wisnu) who is always proud of her.
- Her burning soul, Amiey (Agung) who gives her spirit, care, and encouragement in finishing this research.
- Her beloved best friends of life, Pipit, Ike, Sita, Icha, Ola, Nia, and Ritma who always make her smile and always be there to support every time in doing this research.

### ADVISOR'S APPROVAL

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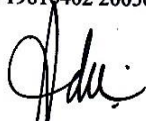
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She realizes, without any support, suggestion, and guidance from many people she would not be able to finish this final project. In this opportunity, then she would like to express her deep appreciation and gratitude to the important people around her:

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The writer hopes this final project is useful for the reader to learn functional grammar, especially on logico – semantic relation that is used in English textbook written by native speakers.

The writer realizes that this final project is not perfect. Therefore, the writer opens a huge place to review this work. Moreover, the writer desires to say sorry if there are mistake words in writing this final project. The writer opens for critics and suggestion available in [sans\\_thetaurusgirl@yahoo.co.id](mailto:sans_thetaurusgirl@yahoo.co.id)

Kudus, 13<sup>th</sup> July 2015

Sella Astin Noor Silfana



## ABSTRACT

Astin Noor Silfana, Sella. 2015. *The Analysis of Logico-Semantic Relation of Reading Text In "Interlanguage" Book Written by Joko Priyana, Riandi, Anita Prasetyo Mumpuni*. Skripsi: English Education Department, Teacher Training and Education Faculty, Muria Kudus University. Advisor: (1) Titis Sulistyowati, SS, M.Pd., (2) Agung Dwi Nurcahyo, SS, M. Pd

Key word: *Clause, Logico – Semantic Relation, Reading Text, Interlanguage Book, Joko Priyana, Riandi, Anita Prasetyo Mumpuni.*

In general, a clause has a subject and verb like a sentence. We usually get difficulties in comprehending the relationship between the clauses in a sentence that can influence the understanding of how the process of material that is read going together in a sequence that related each other, when we read an English textbook. Because of that writer chooses and focuses to analyze logico – semantic relation in English textbooks because logico-semantic relation is used to know the relationship between clauses that is influenced in a reading text. Then she assumes there are many clauses which can be analyzed by logico – semantic relation in English textbook. In order to give new information about kinds of logico – semantic relation and to give knowledge in understanding logico-semantic relation used in English textbook written by non-native speakers, the writer is motivated to analyze *Logico-Semantic Relation of Reading Text in "Interlanguage" Book Written by Joko Priyana, Riandi, Anita Prasetyo Mumpuni..*

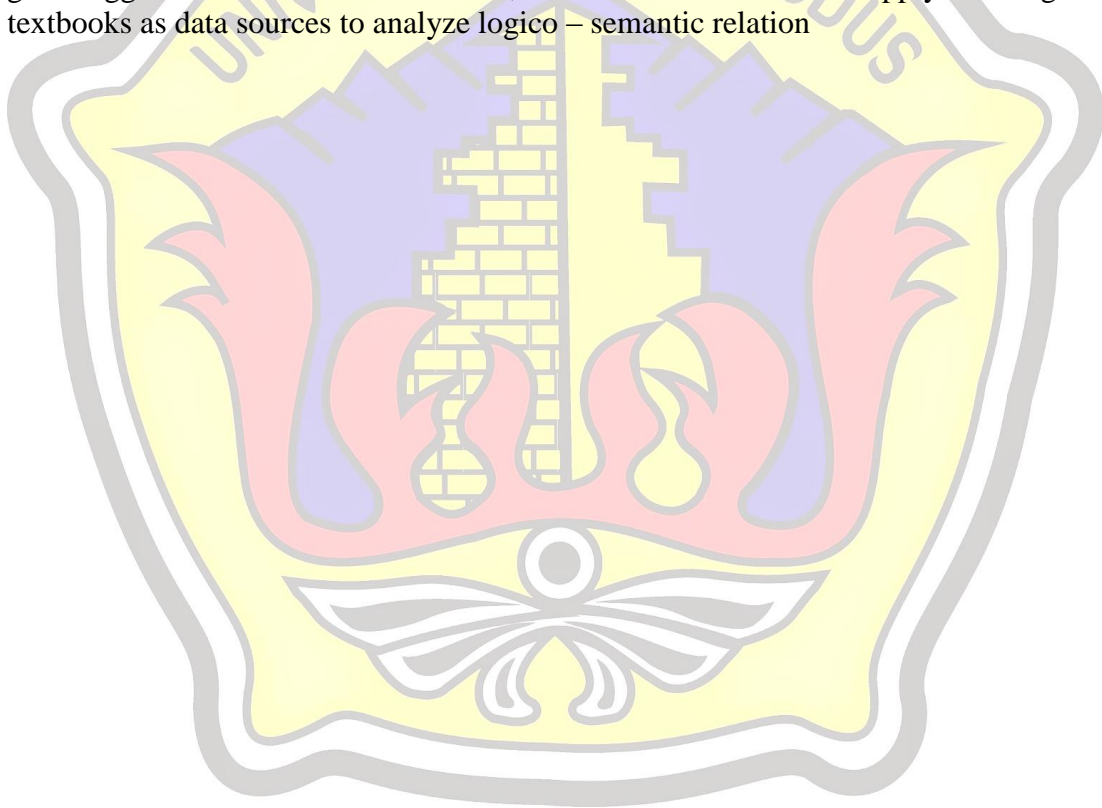
The point of this research is to find out the kinds of logico-semantic relation used in English textbook written by non - native speakers, and to describe logico-semantic relation used in English textbook written by non-native speakers.

The data and data source of this research is one English textbook written by non-native speakers that is "Interlanguage: English for Senior High School Students XI for Science and Social Study Programme" written by Joko Priyana, Ph. D, Riandi, and Anita Prasetyo Mumpuni, published by Pusat Perbukuan Departemen Pendidikan Nasional Tahun 2008.. The writer used descriptive qualitative as the research design.

Based on the analyzing the data, it was found that the kinds of logico-semantic relation which are used in English textbook written by non-native speakers are expansion and projection. Expansion can be classified into extension, elaboration, and enhancement. Then projection can be classified into locution, idea, and fact. In "Interlanguage: English for Senior High School Students XI for Science and Social Study Programme" written by Joko Priyana, Ph. D, Riandi, and Anita Prasetyo Mumpuni, there are **44** extension clauses, **24** elaboration clauses, **37** enhancement clauses, **33** locution clauses, **16** idea clauses, and **25** fact clauses. The way of how logico – semantic relation is used in "Interlanguage: English for Senior High School Students XI for Science and Social Study Programme" written by Joko Priyana, Ph.

D, Riandi, and Anita Prasetyo Mumpuni is “**often**” to be used because the percentages around 61% - 80%. The result of the calculation is **75%**. This could be meant that the writers when makes reading texts often expands one clause with another clauses by extending beyond it, adding some new element, giving an exception to it or offering an alternative. It means if one clause extends another, it is adding a simple addition.

Therefore, the writer suggests the readers can add their knowledge and get new information about how and what kinds of logico-semantic relation is used in English textbook written by non-native speakers. Moreover the English students can enrich their knowledge about how and what kinds of logico-semantic relation is used in English textbook written by non-native speakers and more attention what the mostly used in the textbook. Meanwhile lectures of English Education Department Teacher Training and Education Faculty Muria Kudus University can give knowledge about the use of logico-semantic relation in reading text of English textbook written by non-native speakers. Then they will be more selective in choosing textbook that will be used for teaching. The last the writer would like to give suggestion to further researchers, the next researchers can apply the English textbooks as data sources to analyze logico – semantic relation



## ABSTRAK

Astin Noor Silfana, Sella. 2015. Analisis Hubungan Logico-Semantic pada Teks Bacaan di "Interlanguage" Buku Ditulis oleh Joko Priyana, Riandi, Anita Prasetyo Mumpuni. Skripsi: Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muria Kudus. Pembimbing: (1) Titis Sulistyowati, SS, M.Pd., (2) Agung Dwi Nurcahyo, SS, M. Pd

Kata kunci: Klausa, Hubungan Logico - Semantic, Teks Bacaan, Buku Interlanguage, Joko Priyana, Riandi, Anita Prasetyo Mumpuni.

Secara umum, klausa memiliki subjek dan kata kerja seperti kalimat. Kita biasanya mendapatkan kesulitan dalam memahami hubungan antara klausa dalam kalimat yang dapat mempengaruhi pemahaman tentang bagaimana proses materi yang dibaca bersama-sama dalam urutan yang terkait satu sama lain, ketika kita membaca sebuah buku teks bahasa Inggris. Oleh karenanya penulis memilih dan fokus untuk menganalisa hubungan logico - semantic dalam buku pelajaran bahasa Inggris karena hubungan logico-semantic digunakan untuk mengetahui hubungan antara klausa yang mempengaruhi dalam suatu teks bacaan. Lalu ia menganggap ada banyak klausa yang dapat dianalisis dengan hubungan logico - semantic di buku teks bahasa Inggris. Dalam rangka memberikan informasi baru tentang jenis logico - semantic dan memberikan pengetahuan dalam memahami hubungan logico-semantic yang digunakan dalam buku teks bahasa Inggris yang ditulis oleh penutur tak asli, penulis termotivasi untuk menganalisis Hubungan Logico-Semantic pada Teks Bacaan di "Interlanguage " Buku ditulis oleh Joko Priyana, Riandi, Anita Prasetyo Mumpuni.

Tujuan dari penelitian ini adalah untuk mengetahui jenis logico-semantic yang digunakan dalam buku teks bahasa Inggris yang ditulis oleh penutur tak asli, dan untuk menggambarkan bagaimana hubungan logico-semantic yang digunakan dalam buku teks bahasa Inggris yang ditulis oleh penutur tak asli.

Data dan sumber data penelitian ini adalah salah satu buku bahasa Inggris yang ditulis oleh penutur tak asli yaitu "Interlanguage" Bahasa Inggris untuk siswa SMA XI Ilmu Pengetahuan dan Program Studi Sosial yang ditulis oleh Joko Priyana, Ph D, Riandi, dan Anita. Prasetyo Mumpuni, yang diterbitkan oleh Pusat Perbukuan Departemen Pendidikan Nasional Tahun 2008. Penulis menggunakan deskriptif kualitatif sebagai desain penelitian.

Berdasarkan hasil analisis data, ditemukan bahwa jenis logico-semantic yang digunakan dalam buku teks bahasa Inggris yang ditulis oleh penutur tak asli yaitu ekspansi dan proyeksi. Ekspansi dapat diklasifikasikan ke dalam ekstensi, elaborasi, dan peningkatan. Kemudian proyeksi dapat diklasifikasikan ke dalam ungkapan, gagasan, dan fakta. Dalam. "Interlanguage" Buku Bahasa Inggris untuk siswa SMA XI Ilmu Pengetahuan dan Program Studi Sosial yang ditulis oleh Joko Priyana, Ph D, Riandi, dan Anita Prasetyo Mumpuni, ada **44** klausa ekstensi, **24** klausa elaborasi, **37**



klausa peningkatan, **33** klausa ungkapan, **16** klausa ide, dan **25** klausa fakta. Sedangkan penggunaan logico - semantic dalam "Interlanguage" Buku Bahasa Inggris untuk siswa SMA XI Ilmu Pengetahuan dan Program Studi Sosial" yang ditulis oleh Joko Priyana, Ph D, Riandi, dan Anita Prasetyo Mumpuni adalah "**sering**" digunakan karena persentase sekitar 61% - 80%. Hasil perhitungan adalah **75%**. Ini bisa berarti bahwa penulis ketika membuat teks bacaan sering memperluas satu klausa dengan klausa lain dengan memperluas, menambahkan beberapa elemen baru, memberikan pengecualian atau menawarkan alternatif. Ini berarti jika salah satu klausa diperluas ke klausa lain, itu menambahkan tambahan sederhana.

Oleh karena itu, penulis menyarankan pembaca dapat menambah pengetahuan mereka dan mendapatkan informasi baru tentang bagaimana dan apa jenis logico-semantic digunakan dalam buku teks bahasa Inggris yang ditulis oleh penutur tak asli. Selain itu siswa bahasa Inggris dapat memperkaya pengetahuan mereka tentang bagaimana dan apa jenis logico-semantic digunakan dalam buku teks bahasa Inggris yang ditulis oleh penutur tak asli dan lebih memperhatikan apa yang sebagian besar digunakan dalam buku teks. Sementara mahasiswa dari Jurusan Pendidikan Bahasa Inggris Keguruan dan Ilmu Pendidikan Fakultas Universitas Muria Kudus dapat memberikan pengetahuan tentang penggunaan logico-semantic dalam membaca teks buku bahasa Inggris yang ditulis oleh penutur tak asli. Kemudian mereka akan lebih selektif dalam memilih buku teks yang akan digunakan untuk mengajar. Terakhir penulis ingin memberikan saran untuk peneliti selanjutnya, peneliti selanjutnya dapat menerapkan buku teks bahasa Inggris sebagai sumber data untuk menganalisis hubungan logico - semantic

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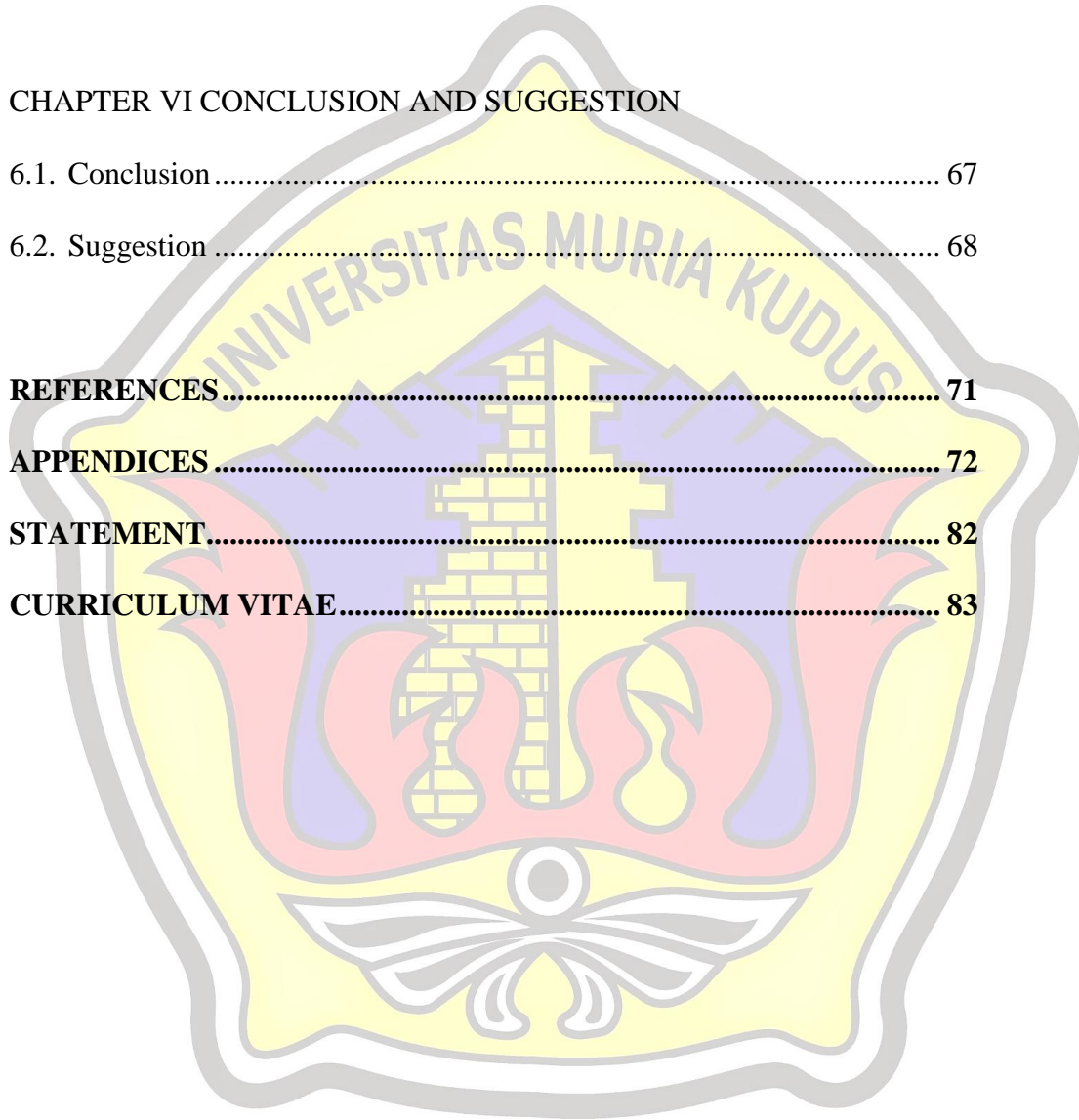


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